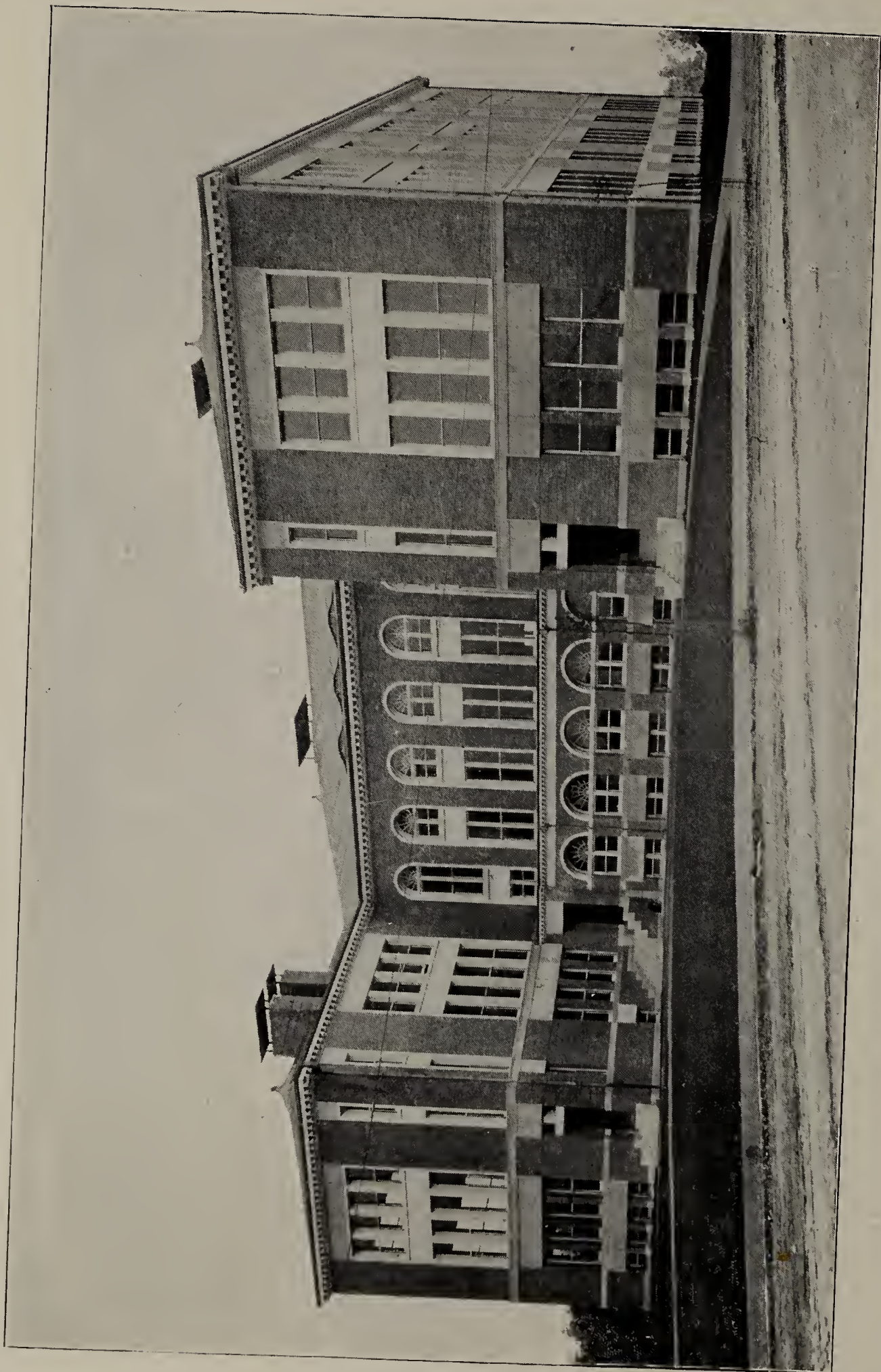


STATE NORMAL
SCHOOL ♦ SALEM
MASSACHUSETTS

FORTY-EIGHTH
YEAR 1901-1902



NEW STATE NORMAL SCHOOL — SALEM, MASS.

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FORTY-EIGHTH YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.



1901-1902.

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CALENDAR FOR 1902-1903.

Spring Recess.

From close of school on Friday, March 28, 1902, to Tuesday,
April 8, 1902, at 9.20 A.M.

Graduation.

Wednesday, June 25, 1902, at 2.30 P.M.

First Entrance Examinations.

Thursday and Friday, June 26 and 27, 1902, at 9 A.M.

Second Entrance Examinations.

Tuesday and Wednesday, Sept. 9 and 10, 1902, at 9 A.M.

School Year begins.

Thursday, Sept. 11, 1902, at 9.20 A.M.

Thanksgiving Recess.

From Wednesday, 12 M., preceding Thanksgiving Day, to the
following Tuesday, at 9.20 A.M.

Christmas Recess.

From close of school on Friday, Dec. 19, 1902, to Thursday,
Jan. 1, 1903, at 9.20 A.M.

Second Half-year begins.

Tuesday, Jan. 27, 1903.

Spring Recess.

From close of school on Friday, April 4, 1903, to Tuesday,
April 14, 1903, at 9.20 A.M.

Graduation.

Wednesday, June 24, 1903, at 2.30 P.M.

First Entrance Examinations.

Thursday and Friday, June 25 and 26, 1903, at 9 A.M.

Second Entrance Examinations.

Tuesday and Wednesday, Sept. 8 and 9, 1903, at 9 A.M.

NOTE.—The regular weekly holiday of the school is on MONDAY, but the model schools conform to the practice of the other public schools in Salem, and have their holiday on SATURDAY.



THE RECEPTION ROOM

STATE NORMAL SCHOOL, SALEM, MASS.

This school was established by the Commonwealth of Massachusetts with the co-operation of the city of Salem and of the Eastern Railroad Company, and was opened to students Sept. 12, 1854. Its purpose was the preparation of women for the work of teaching in the public schools. It is now open to men as well. Like the other normal schools of the State, it is under the general supervision of the State Board of Education, from whose membership a special Board of Visitors is appointed, in whom is vested the immediate control.

The building now occupied by the school was erected in 1893-96, through the generous provision made by the Legislature of the Commonwealth. It was first occupied for school purposes, Dec. 2, 1896, and in actual use has proved to be admirably adapted for the work it is intended to promote.

Since the school was opened nearly 4,800 persons have been connected with it as students, of whom more than half have completed the prescribed course of study, and have received diplomas. These teachers have been employed in almost every portion of the country, and especially in every section of Massachusetts. The graduates of the school are now more numerous each year than ever before, and find, almost invariably, immediate call for their services. With the better opportunities and facilities now provided for gaining a thorough mastery of the qualifications necessary to begin the work of teaching, there is no apparent reason why the usefulness of the school should not continue to be manifest.

The equipment of the school in almost every department has been completely renewed, and it is believed that it will now compare favorably with that provided by any normal school in this part of the country. In making purchases of books, apparatus, maps or other materials, the first aim has invariably been to secure such as could be put to actual use. Nothing, therefore, has been purchased merely for exhibition purposes, but the test of utility has been strictly applied. The model schools, as well as the rooms of the normal school itself, have been equipped by an application of this same test. The details of these features have been omitted from the outlines of work done in the various departments, as the statement above made is to be understood as of general pertinency.

THE SCHOOL BUILDING.

The new building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus; the toilet and play rooms for the pupils of the model schools; besides a fine gymnasium, with its adjoining dressing room; the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the model schools. The rooms for these schools — nine in number, besides four recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate more than 300 pupils.

The central portion of the second floor is occupied by the fine assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's office, reception room, teachers' meeting room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, — including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two fine rooms on the north side furnish admirable accommodations for the work in drawing.

One of the most conspicuous features of the building is found in the size and lighting of the rooms. In fact, it is hard to see how the lighting could be improved. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of handsome oak, and all the furniture of the building is in keeping. Upon the walls are many handsome pictures and other artistic decorations, provided by the State, by past students and teachers of the school and by other generous friends, to whom due acknowledgment is made on another page.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of sixteen years *complete*, if young women, and of seventeen years *complete*, if young men. They must present certificates of good moral character, and be free from any disease or infirmity which would unfit them for the office of teacher. They must be graduates of high schools whose courses of study have been

approved by the Board of Education, or they must have received, to the satisfaction of the Board of Visitors and of the principal of the school, the equivalent of a high school education.

Statements from the principal of the school of which the candidate is a graduate, written in clear and discriminating terms, are especially desired, and will be accorded great weight in deciding the question of admission.

Written Examinations.

The written examination will embrace a single paper upon each of groups I., II. and IV., with a maximum time allowance of two hours for each group; and a single paper upon each of groups III. and V., with a maximum time allowance of one hour for each group.

Group I. — Languages.

(a) *English.* — The requirements in this department are based upon those generally agreed upon by the colleges and high technical schools of New England. Applicants are strongly advised to read, either in school or by themselves, *all* the works named; but, until further notice, candidates will not be rejected who pass a satisfactory examination upon one-half of those assigned, — the selection to be made by themselves or by their schools.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

1. *Reading and Practice.* — This part of the examination will be upon the subject-matter and upon the lives of the authors, and its form will usually be the writing of brief paragraphs on each of several topics selected by the candidates from a considerable number, and its chief purpose will be to test their

power of clear and accurate expression. The books set for this part of the examination will be : —

1902. — Shakespeare's *The Merchant of Venice*; Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

1903, 1904, 1905. — Shakespeare's *Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the books named below. The examination will be upon subject-matter, form and structure, and will also test the candidates' ability to express their knowledge with clearness and accuracy. The books set for this part of the examination will be : —

1902. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

1903, 1904, 1905. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) One only of the three languages, — *Latin*, *French* and *German*. Translation at sight of simple prose, with questions on the usual forms and ordinary construction of the language.

Group II. — Mathematics.

(a) *Arithmetic*. — Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra*. — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) *Geometry*. — The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

Group III. — History and Geography.

Any school text-book in United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

Group IV. — Sciences.

(a) *Physical Geography*. — The mastery of the elements of this subject, as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, still better preparation is assured.

(b) *Physiology and Hygiene*. — The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c), (d) and (e) *Physics, Chemistry and Botany*. — The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

Group V. — Drawing and Music.

(a) *Drawing*. — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and

to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music*. — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

Oral Examinations.

Candidates will be questioned orally either upon some of the foregoing subjects, or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Any work of the kinds above specified, in order to receive consideration, must be identified as the work of the student offering it, by the signature of the principal of his school or of the teacher under whose direction it was done.

General Remarks.

In general, it should be said that a student who has faithfully performed the work required in a good statutory high school should be able to meet the requirements of these examinations. By section 2 of chapter 496 of the Acts of 1898, every city or town of five hundred families is required to maintain a high school, properly taught and adequately equipped, in which one or more courses of study at least four years in length are offered. In such high schools instruction shall be given in certain designated subjects, "and in such additional subjects as may be required for the general purpose of training and culture, *as well as for the special purpose of preparing pupils for admission to State normal schools, technical schools and colleges.*" Towns having less than five hundred families are required by section 3 of the same chapter to pay the tuition of qualified pupils in the high schools of other towns.

All candidates are advised to bring as full statements of the work done during their high school courses, and of the degree of success which has crowned their efforts, as they can procure. A good record in the high school is of prime importance to all candidates. Such a record, and the evidences of independent work heretofore referred to, will go far to satisfy the examiners of the fitness of those who may not have met successfully all the requirements of the written examination.

Equivalents.

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named

for examination. Successful experience in teaching will be taken into account, according to its amount and nature, in the determination of equivalents in the entrance examinations. Students who desire to offer equivalents are advised to correspond with the principal.

Times of Admission.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school, and to such classes only as the candidate is qualified to join.

Preliminary Examination.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*: —

II. Mathematics.

III. History and geography.

IV. Sciences.

V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group, or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

2. The group known as “*I. Languages*” must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as “*IV. Sciences*” should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in

June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

The Requirement of Good Health.

On March 7, 1901, the State Board of Education voted "that the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school."

This vote is now in force, and the examination thus required will supersede the certificate of good health heretofore required of applicants.

General Two Years' Course.

The general course of study is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(a) English, — reading, language, grammar, rhetoric, composition, literature and history.

(b) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.

(c) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(d) Drawing, vocal music, physical culture and manual training.

3. Observation and practice.

The course of study at this school is arranged so as to put into the first or junior year that work which does most to broaden the students' knowledge of subjects, leaving the application of this to the review of grammar school subjects in the second or senior year. But while this course, thoroughly pursued, must of necessity greatly broaden the students' knowledge of subject-matter, the work is all done in such a manner as to keep in constant view the professional aim of normal school study. The realization of the professional purpose is thus constantly increasing throughout the course, and is constantly more and more absorbing the thought and attention of the student.

Work in drawing, music, reading and calisthenics is continued throughout the entire two years.

Students are sometimes found who are believed to be capable of good work, but, by reason of immaturity or previous lack of thoroughness, are unable to complete the course in two years. In such cases the work is immediately arranged upon a basis of taking an extra term or year, as the case requires.

Special Students.

College graduates, graduates of normal schools and other persons of equivalent attainments, also persons of maturity who have had successful experience in teaching, may, by arrangement with the principal, select a year's work from the regular program, embracing not less than twenty recitation periods per week, and including the course in psychology and pedagogy, and receive a certificate for the same upon its satisfactory completion. Prompt and regular attendance will be exacted of these students, as well as of those in the usual course. A definite statement of the purpose of the applicant in desiring to enter the school will be required, *and those who do not intend to remain at least one half-year are requested not to apply.*

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture, for its own sake, is not the end for which the school receives its students. It exists and will be administered

for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases, it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half-year's work. Some of our most earnest students have been of this class. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

Conditions of Graduation.

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the stand-point of personality. It is the aim of the school — and this is insisted upon year by year, with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

THE MODEL DEPARTMENT.

In co-operation with the school committee of the city of Salem, there are now maintained, in the rooms set apart for that purpose in the normal school building, a kindergarten, and schools of the first, second, third, fourth, fifth, sixth and seventh grades. It is expected that the system will be extended from time to time so as to embrace all the work below high school grade.

The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and are elected by the city school committee. They have all been chosen with reference to their special fitness for the different grades, and on account of conspicuous success in their previous experience.

The aim has been to reproduce in these schools, as nearly as possible, actual public school conditions. Hence the pupils are not a picked company of children, but are taken without selection from limits established by the local committee. The schools are, however, kept at a reasonable size, and they will not be crowded.

The school-rooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and equipped with sanitary conveniences of the best kind. By the generosity and interest of many parents, they are also provided with beautiful decorations.

In arranging the instruction in these schools, the aim is to connect it as closely as possible with the work in the normal school. The music and drawing are supervised by the normal school instructors in those departments. The work in geography is carried on as a department, also, by the normal school instructors. The interests of the children are most carefully guarded, not only by reason of the efficiency of the regular teachers, but also in many other ways not possible to be employed in the average public school. While nothing is allowed to stand in the way of attaining the most satisfactory results,

it is believed that both directly and indirectly the students of the normal school derive great advantage from their association with the teachers and pupils of the model schools.

AIM AND SCOPE OF THE COURSE OF STUDY.

Psychology and Pedagogy.

[Dr. BECKWITH, — Miss GOLDSMITH.]

The course in psychology extends throughout the senior year. The aim is to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired and elaborated, (2) the sources of interest and attention and (3) the functions and training of the will. The development of the various faculties of the mind, and the relation of different branches of study to this process, receive careful attention. The work is done so as to secure a good grasp of what is really valuable to a teacher, rather than to spend time upon what is of only speculative interest. The various sources of psychological knowledge — introspection, observation of mental phenomena, the study of literature and physiological science — are all recognized as having important uses in the study of the human mind.

Parallel with this course, each supplementing and explaining the other, is the work in theory and practice of teaching, conducted by the principal of the school. Much of the observation in the model schools is done in connection with this, and the results are drawn upon extensively to illustrate the class-room discussions. Weekly lectures on Saturday mornings, of which written reports from the students are required, are sometimes introductory to various topics, sometimes summaries of them, and sometimes independent and suggestive discussions of important phases of teaching.

At the same time there will be a serious attempt to arouse in the students an intelligent appreciation of our indebtedness to great educational leaders for their apprehension of sound principles and for inspiration to the teacher's work.

The principal believes that much of the success of a teacher

depends upon the ideals with which the work is undertaken. Consequently, it is no small part of the duty of a normal school to see that its students take the right attitude toward their work, that they fully understand and appreciate the nature and extent of the influence of the school upon the child, and that the duty of study and growth is one constantly resting upon teachers. This school will aim faithfully to perform its duty in these respects.

English and American Literature.

[Miss DODGE, — Miss SNELL.]

Four periods per week throughout the first year of the course are devoted to this work. This assignment of time is based upon the belief that literature constitutes a very important branch of one of the great divisions of thought-giving material, and that it is worthy of an earlier and more extended treatment than it commonly receives in the public schools. It is believed that it is reasonable to expect a marked growth of appreciative power and insight from the high school graduates who constitute the junior class in this school. It is difficult to estimate justly and surely the increase of such ability, but the prime aim is to promote it.

Such a result will make the future teachers more inspiring and helpful to their pupils; and, while the course cannot fail to broaden the acquaintance and sympathy of the normal students with all kinds of good literature, the methods of using the same in all kinds and grades of schools will not be overlooked.

Believing that literature should and will hold a more prominent place as subject-matter in school courses of study, there will be an attempt so to conduct this department as to formulate a course in literature suitable to the interest and profit of children in the primary and grammar schools. This attempt has often been made, but there is hardly as yet so general an agreement that valuable results may not be expected from further consideration and experiment.

Chemistry and Physics.

[Mr. ADAMS.]

Objects. — (1) Training the student to observe; to express what has been observed, — orally, by writing and by drawing; to draw correct conclusions from his own observations and from data collected by others; to follow directions; to manipulate apparatus skilfully; and to acquire habits of carefulness, accuracy and neatness. (2) An acquaintance with the most important facts of the science; certain laws and principles based upon these facts; some practical applications of these principles in machines and appliances useful to man; a knowledge of certain manipulations and processes, and the properties, uses and manufacture, of the more common elements and compounds. (3) Familiarity with the method of teaching by experiments; the art of correct questioning; and ability to stand before others and guide their thinking.

Means. — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each student is provided with a note-book, and has a separate compartment at the laboratory bench. The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. The physical laboratory is arranged for experiments in quantitative work. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in teaching before their classmates, and in examining them on the experimental work.

While a part of the work is qualitative in nature, a considerable amount of quantitative work is taken up in both subjects to give skill in accurate measuring and weighing.

Constant emphasis is laid upon the necessity of viewing the work from the stand-point of the teacher. This practice gives professional value to the course which cannot be obtained by work that is wholly academic.



THE GEOGRAPHY ROOM.

Botany.

[Mr. LEAROLD.]

This subject is pursued throughout the year. The chief aim of the year's work is to present such a course of study as may be adapted to primary and grammar grades. The class study the various phases of plant life, according to the season, in the field and the laboratory, and supplement their observations by reading and discussion in the class room. Thus the course of study becomes an actual experience.

In addition to this elementary work, the class have the opportunity to study the lower forms of plant life, so that they may obtain a comprehensive view of plant forms and a general understanding of the evolution which has taken place in the plant world. With this knowledge they are better able to comprehend the variety of forms which the organs of the plant assume among the higher plants, and to lead children more intelligently to discover the probable causes for the wonderful adaptations among plants to light, temperature, moisture, soil and animals.

When the class have become somewhat accustomed to methods of working, they are expected to give most of the exercises in the class room, under the supervision of the instructor. In the senior year, they observe the study of nature as conducted in the model schools, especially as a basis for language work.

Geology and Geography.

[Mr. MOORE, — Miss BRICKETT.]

Geology. — The course in geology aims to give a practical training in the recognition of the common minerals and rocks, and at the same time to illustrate the method of interesting children in this side of nature. The lessons begin with distinguishing and naming the building stones, rocks and minerals found near the homes of the pupils and in the neighborhood of the school building. The general arrangement of the course is

similar to that followed in the model school connected with this institution; but the lessons are planned from the stand-point of the mature student, and every effort is made to provide a kind of work that shall be both stimulating and strengthening. From the beginning an attempt is made to interest the student in the professional aspect of the work, and the relation of these lessons to the needs of the future teacher is constantly borne in mind.

This course also includes a study of soils, glacial phenomena and river and wave action, and affords in these particulars an excellent preparation for the subsequent work in geography. The normal school is situated in a locality which offers unusual opportunities for the carrying on of this work, and frequent excursions are made during the fall and spring months to the neighboring hills and sea shore. These out-door lessons are counted a most valuable part of the course, for, in addition to the peculiar training which they give, they serve to introduce the prospective teacher to a kind of work which it is hoped she will be able to do in a simple way with her own pupils.

Geography. — The course in geography aims to give a thorough training in the principles and methods of teaching that subject. The work begins with lessons out of doors and in the school-room on the relief, drainage and coastal forms of South Salem, followed by a study of distant geographical forms of a similar type. The purpose of these lessons is to illustrate the principle that a knowledge of local geography is a necessary condition for the understanding of remote and inaccessible forms. In this work the importance of good pictures and other illustrative material is recognized, and the students are drilled in the right methods of using these aids with young children.

The full reading of maps is considered of especial importance. It begins with the study of the local geography, and continues with increasing emphasis throughout the course. A very close association between the actual form or its picture and the representation by map symbols is insisted upon.

The study of the earth as a whole illustrates the methods

used in the grades of correlating the world-wide views which the elementary pupils have been gaining from the study of pictures and by the use of the imagination. This work includes lessons on the form, size and rotation of the earth; its appearance in space; the land and water divisions; relief, drainage, climate, productions and people. The methods of studying the continents and the leading nations are exemplified as completely as the limits of the course and the preparation of the pupils will allow.

The discussion of method gives way from time to time to the study for information; but this kind of work is not allowed to change the professional aim of the course. The methods presented to the classes of normal school students are based upon the actual experience with classes of children, and find full exemplification in the work of the different grades of the model school.

Biology.

[MISS WARREN, — MISS GOLDSMITH.]

The aim of the work in biology is to lead the student to observe more carefully animate nature, to direct his investigations, and to enrich and ennoble his life by a greater love for the creatures that in endless variety form a part of his environment. The student becomes familiar with the theory of the evolution of animal life from the unicellular forms to the complex structure of man.

Type forms are studied in detail. The laboratory method is used. A knowledge of external structure is gained by observation; of internal structure by dissection, drawing and reading. Particular attention is given to the adaptation of each organism to its environment.

For further observation, living animals are kept in the school-room. A fine collection of specimens at the Peabody Academy of Science furnishes added facilities for carrying on the work.

The course in biology is a preparation for a clearer and more comprehensive understanding of the anatomy, physiology and hygiene of the human body.

Physiology.

[Miss WARREN.]

The physiology of the human body being a phase of biology, the same general plan is followed. A careful study is made of the respiratory, the circulatory, the digestive, the excretory, the muscular, the osseous and the nervous system, and of the special senses. Some attention is given to the effect of alcohol and tobacco upon the human body.

Only enough anatomy is taught to lead to a clear understanding of physiology. The laboratory method is continued in this branch of study. The work acquaints the student with the structure, the position, the relation and the function of the various organs, with a view to the intelligent application of hygienic principles. Microscopic slides, a life-sized manikin, and a human skeleton are valuable aids.

Special stress is laid upon the following topics: clothing, bathing, food, study, rest, and the effect of muscular action upon the organism as a whole and upon special organs. Definite directions are given for treatment in cases of emergency.

The aim of this course is to impress upon the students the fact that a sound body is an essential factor for the best and highest success in any life work, and to prepare them to teach whatever may be necessary for the physical as well as the moral and intellectual welfare of those who come under their care.

Geometry.

[Miss MARTIN.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression. The aim is to help students to that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this con-

nection the origin and development of the science are made a matter of study, and the scope and plan of the text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

Algebra.

[Miss MARTIN.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject, and to form the habit of regarding it from the teacher's point of view.

United States History.

[Miss COMEY.]

Sufficient work in United States history will be given to indicate the right methods of studying and teaching history in general. As time will admit, and for purposes of illustration, selected periods or events of our national history will be studied. In connection with this department there will also be a study of our State and national governments. A connected series of lessons, beginning with the lowest grades, will be outlined for the purpose of showing how, by what means and to what extent the elements of history, and, later, history itself, may be taught in the different periods of school life.

Drawing.

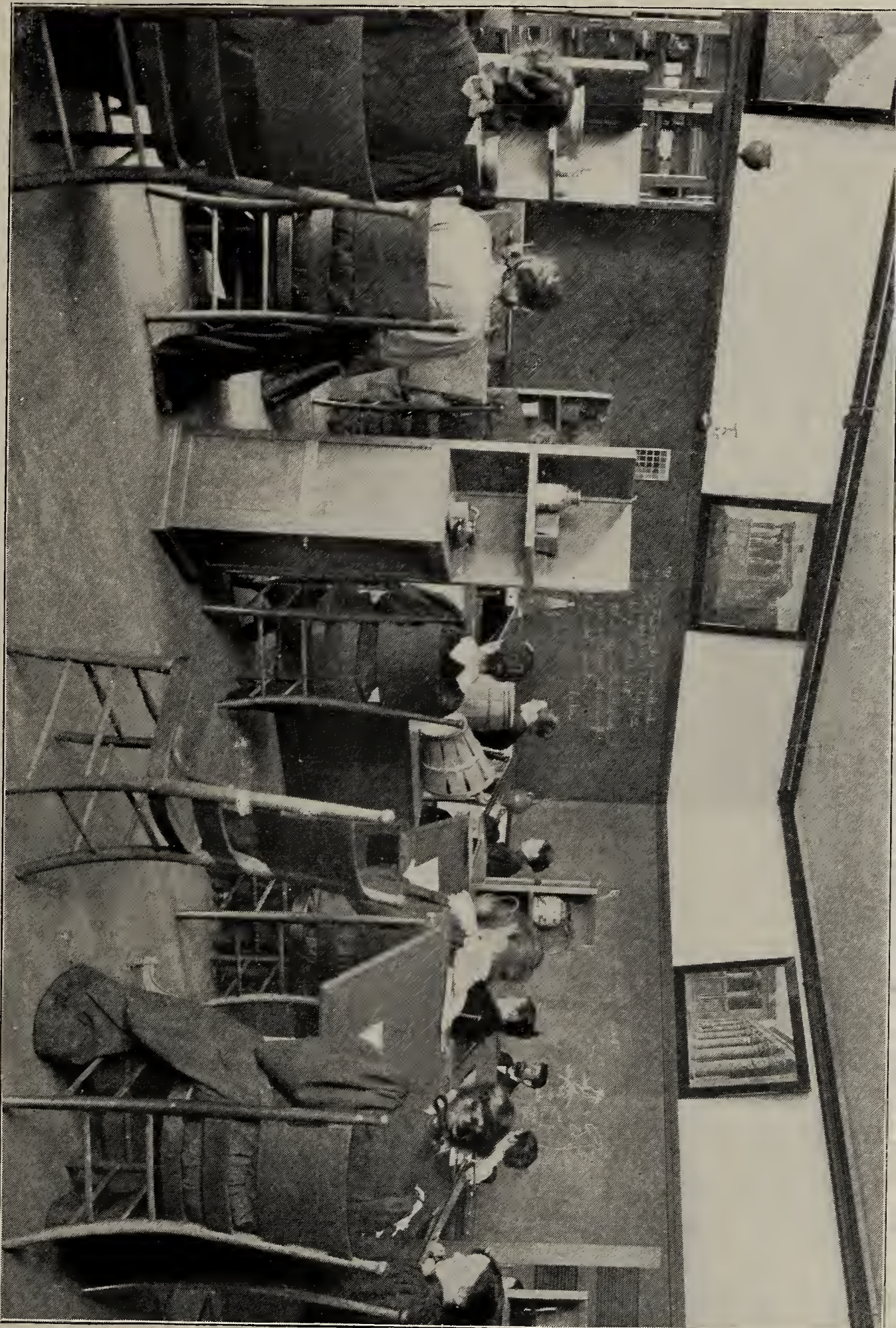
[Mr. WHITNEY.]

Drawing being one of the studies required in all public schools, it is the aim of this department to give to the student a knowledge of art for art's sake, and at the same time to emphasize its value in all the other departments of study. Realizing its industrial and æsthetic value to the teacher, the subject is treated in as broad a manner as the course permits.

Drawing is studied under these three topics, — structure, enrichment and appearance: (1) structure, comprising measurement, geometry, projection, development and structural design; (2) enrichment, including color, historic ornament and design; (3) appearance, treating model and object drawing, nature drawing, color and picture study.

No definite outline for the various grades of the public schools is given the students, but outlines for the work in the model schools are planned from month to month, and the students have the opportunity of observing and assisting in conducting the lessons.

The courses in the other departments of the normal school,



ELEMENTARY DRAWING ROOM.

as well as the cycle of the year, dictate in a great degree the subject to be taken in the drawing and the time for that special branch.

In September the classes begin the study of color, drawing of flowers, leaves, trees, fruit and seed; also the study and drawing of birds, moths and shells. Throughout the year this method is followed, the intercourse with nature giving a keen appreciation of the beautiful.

The study of landscape drawing and composition is related to the illustrative work for literature, and the mechanical branches assist in drawing of apparatus for chemistry and physics.

The historic art and picture study are closely related to the geography and history.

In relating the drawing to the other departments, the aim is to remember the scientific value of the drawing and at the same time to emphasize the necessity of artistic rendering, the importance of good composition, proportion and unity.

As a result of the art training in the normal school, there should come a broader culture, an appreciation of beauty of form and color, and some ability to express and create the beautiful; an appreciation of the practical value to the child, awakening thought, holding the attention and giving a free and spontaneous mode of expression.

Language and Grammar.

[MISS LEAROYD, — MISS DEANE.]

During the first half of the year the class discuss the best methods of training children to speak and write English correctly and fluently. Suggestions are given concerning descriptions in connection with nature study, stories and descriptions from suitable pictures, copying, dictation, letter-writing, and reproduction of daily lessons in either study, and of classic stories, such as fables, myths, legends, and historical and biographical tales. An attempt is made to awaken the class to a knowledge of their own deficiencies in the use of English,

and to show them the way to improvement. Especial attention is paid to simple narration and description, both oral and written.

The course in elementary language lessons is followed by a course in technical grammar, in which an effort is made to show that rules governing speech should be evolved from a knowledge of forms already acquired. By carefully graded steps the students are led to understand the sentence and its construction, the classification of words from the observation of their uses in the sentence, inflection, analysis and parsing. Members of the class present the various topics to a class of pupils selected from their own number, and the best method of proceeding with younger pupils is discussed.

Music.

[Miss SAWTELLE.]

The aim in this department will be to give to normal students thorough instruction in such theory of music as will apply to the primary and grammar grades of the public schools. Students will be made acquainted with the most advanced methods according to the principles of education for the presentation of the above. The subjects considered will be as follows : —

Tune. — Presentation and development of major scale. Representation of same in nine common keys on ladder and staff. Development of two-voice work. Presentation and development of chromatic tones approached from above and below. Development of three-voice work. Presentation and development of minor scales, through the relative minor, by means of ladder and staff representations. Presentation of F cleff with staff representation in nine keys. Study of intervals applied to diatonic and chromatic modulation.

Time. — Development of sense of rhythm. Development of two, three, four and six part measures, without division of pulsation, two sounds to the pulsation, one and one-half pulsations, rested half-pulsation, four sounds to the pulsation, three

sounds to the pulsation, various fractional divisions of the pulsation, syncopation. Representation of same with notes, rests and other signs, and application to staff.

Technique. — Union of tune and time. Nomenclature. Voice training. Technicalities of notation.

Æsthetics. — Intelligent, artistic expression of both exercises and songs, brought out by accentuation, phrasing and shading. Tone color.

Tests. — Ability to recognize, sing and represent tones and measures. Ability to sing at sight.

As a help to the broader musical culture of students, a weekly exercise in chorus singing of well-chosen selections will be participated in by the entire school.

Reading and Voice Training.

[MISS SALISBURY.]

The work of this department must necessarily be two-fold: (1) the personal training and culture of the student, and (2) the practical training in methods adapted to teach reading in primary and grammar schools.

The object of oral reading is to give to others the thoughts and feelings found and suggested in written or printed language. This requires more than the mechanical pronunciation of recognized words. The reader must get behind the words to the thoughts which they represent; he must realize and appreciate this thought; and then, by the voice, awaken a sympathetic response from others.

During the first year the work is directed toward the personal training of the students. The physiological conditions of the vocal organs are considered, *i.e.*, the functions of the chest, larynx, pharynx and nares. Exercises in breathing and tone production are practised, for full, pure and sympathetic tones. Exercises in articulation are given, for clearness and distinctness of utterance. Poems and prose selections are studied analytically, the object ever being to get and give not only the

sense of the words, but also the sympathetic response to both thought and spirit that true reading will produce in reader and hearer.

In the second year the work is essentially directed toward the pedagogical phase of the subject. To some extent vocal exercises and analytical readings will be continued, but the object of the work is to train the student to teach reading in primary and grammar schools. Methods — including phonetics — will be discussed and practised, observations and written reports of reading lessons in various grades of schools will be required. Outlines showing the development of lesson plans, and lesson plans showing the development of subject-matter in different grades will be made. The narration of children's stories will be practised, reference reading will be required and text-books reviewed.

Physical Training.

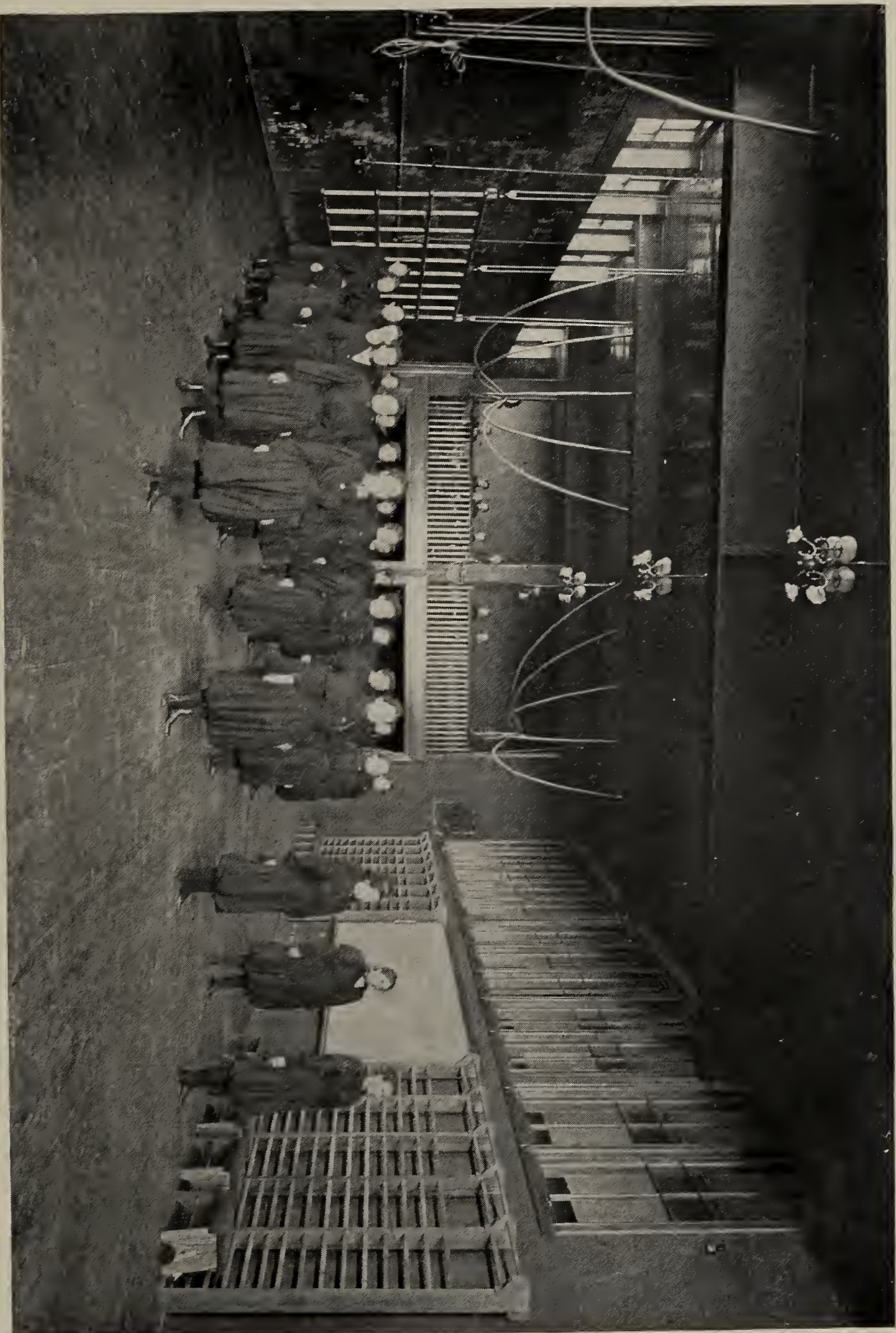
[Miss WARREN, — Miss SALISBURY.]

The course in physical training, based on the Ling system, is, in theory and practice, closely related to the practical part of the physiology work.

Its aim in theory is to give the students a knowledge of muscular action and the distribution of blood to the various organs; and in practice to correct faulty positions in sitting, standing and walking, by a development of the chest and right carriage of the chest and head. Special stress is laid upon proper breathing.

The spacious gymnasium is equipped with stall bars and benches, double boms, jumping standards, balance beams, vertical ropes, a Swedish ladder and a horse.

The drill includes floor work, exercises with apparatus and gymnastic games. The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. The rhythm of the gymnastic movements is an important feature of the work. The military precision of the drill is relieved by gymnastic games. These train the students



THE GYMNASIUM.

to quickness of thought and motion, and serve as a relaxation from mental and bodily tension. The game of basket ball arouses enthusiasm and gives added interest to the regular work.

From time to time the members of the senior class conduct the exercises for practice in teaching.

History of Education.

[Dr. BECKWITH.]

During the current year, for the benefit of graduates of normal schools and other advanced students, there is given a course in the history of education. It embraces a survey of the educational ideals of the ancient nations, of the influence of Christianity upon education and of the various effects of both material and spiritual life and growth, and includes especial studies of the lives and influence of such reformers as Luther, Bacon, Comenius, Pestalozzi and Froebel.

The second half of the year is devoted to the especial consideration of the development and features of the Massachusetts school system, and of the legislation of this Commonwealth upon educational interests.

GENERAL INFORMATION.

The Location and Attractions of Salem.

No place in north-eastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus Branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways, which greatly increase the convenience of travel within a radius of ten or fifteen miles. Students coming daily to Salem on the steam cars can obtain season

tickets at greatly reduced rates. The Boston & Northern Street Railway Company also carries students to and from the school at half fare, under certain conditions.

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

The Management of the School.

The matter of discipline, as that term is used with reference to school management, does not enter into the administration of this school. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders rather than governors and masters. They will not spare advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. The students, who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw and will not be graduated.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Non-residents are required to pay to the principal twenty-five



THE LIBRARY.

dollars at the beginning of each half-year, for the use of the school. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of the State, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices from three dollars and fifty cents each per week and upward. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

The Library and Reading Room.

The school is well equipped with books of reference, and its general library, which is especially strong in works of history, biography, pedagogy, poetry and dramatic and miscellaneous literature, contains 3,850 volumes, exclusive of a large number of public documents and sample text-books covering a period of many years. The best periodicals of the day are also kept on file. There is a complete card catalogue by titles and authors, and a system of references by topics is also in process of preparation.

No needless restrictions are placed upon the use of the library and reading room, and the students are encouraged to resort to it freely and constantly.

Promptness and Punctuality.

These are qualities absolutely essential to successful work in school. So many of the students of this school board at home, and travel to and from school on the steam and electric cars, that it has been found advisable to set forth definitely what is expected of them : —

Students living at home, on finding themselves unable to attend school, and likely to be absent two consecutive days, are desired to communicate with the principal in writing, making known the facts of the case.

Students, who, for any reason, are withdrawing from school, must make known their intention, return the books and other property of the school in their possession, and receive regular dismissal. If students cease to attend school without so doing, the principal considers himself relieved from any obligation at a later date to make any statement whatever regarding their work or membership in the school, and especially as to giving any recommendation or endorsement of them in any respect.

Absences for the purpose of teaching or of acting as substitutes, for more than one day, are subject to the approval of the principal, and must be arranged in advance. In general, absence for this purpose will not be regarded with favor during the first year of a student's course.

It is always expected that students will return to be present at the opening of the school after any recess or vacation, and that they will remain until all are excused. If a student, for unavoidable reasons, is unable to return to school as thus indicated, the principal should be notified in writing immediately, — before the time of beginning, if possible.

Students boarding in this vicinity, away from their parents, whether over or under legal age, must notify the principal of their addresses and of any change in the same, and they must

do so promptly. The principal always reserves the right to require students to leave any boarding place which, for reasons satisfactory to him, appears to be unfavorable to the performance of good work in school, or is otherwise objectionable. Such students, furthermore, are regarded as subject, in an especial sense, to the supervision of the teachers of the school. They are not at liberty to absent themselves from school, except by reason of sickness, without previous permission; they must not leave the city, to visit their parents or for any other purpose, and delay return so as to be absent, for that reason, from any school exercise, without previous permission. Arrangements under these or any other circumstances, involving absence from any school exercise, are not to be made without such permission previously obtained.

Lectures.

Since the issue of the last annual catalogue the teachers and students of the school have been favored with the following lectures: —

1901.

- Feb. 16. Agent GRENVILLE T. FLETCHER, Northampton.
“Acquisition and Application.”
- March 16. Supt. GEORGE E. GAY, Malden.
“Arithmetic.”
- May 11. Supt. CHARLES H. MORSS, Medford.
“Plant Study in Elementary Schools.”
- June 26. (Annual Graduation.) Hon. HORACE G. WADLIN, Boston.
“The New Ideal in Education.”

1902.

- Jan. 11. Supt. R. J. CONDON, Everett.
“What a Superintendent wants of his Teachers.”
- Feb. 15. Miss MARIA L. BALDWIN.
“Harriet Beecher Stowe.”
- March 1. Supt. U. G. WHEELER, Wakefield.
“School Management.”

The Salem Normal Association.

There is an organization of the students and teachers of the school, named as above, which holds triennial meetings. The last meeting was on July 3, 1900, and was very largely attended. At that time it was voted to defer the next meeting until 1904, when the usual reunion will be combined with the celebration of the semi-centennial anniversary of the school. The precise date to be observed and other facts relating to the meeting will be announced later.

The officers of the association for the current term are as follows : —

President. — Dr. W. P. BECKWITH, Salem, Principal of the School.

Vice-President. — Miss HARRIET L. MARTIN, Salem (Class XXIII.).

First Secretary. — Mrs. ABBIE R. HOOD, Beverly (Class LVII.).

Second Secretary. — Miss DOROTHEA C. SAWTELLE, Peabody (Class LXVIII.).

Treasurer. — Miss MAUD S. WHEELER, Salem (Class LVII.).

Directors. — Miss MARY E. WEBB, Salem (Class III.) ; Miss JESSIE P. LEAROYD, Danvers (Class LI.) ; Miss MARY A. COMEY, Lynn (Class LXIX.) ; Miss MARTHA P. OBER, Salem (Class XLVII.) ; Miss E. ADELAIDE TOWLE, Salem (Class XXVIII.).

Employment for Graduates.

The increase in the number of normal graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers. But even at the present time less than one-half of all the teachers in the State are normal graduates, and the demand is annually greater than the supply ; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its graduates, but it is a fact that promising graduates are rarely without positions six months after graduation. The principal takes pleasure in assisting graduates to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities, or to be informed as to the degree of success which has attended the efforts of former students.

General Catalogue.

In anticipation of the semi-centennial of the school, a general catalogue of all persons connected with it, as teachers and students, is being prepared. The work necessarily involves a vast amount of attention to details and of care in collecting information. Former students can render material assistance by replying promptly to any requests they may receive for information, and by volunteering the same in regard to themselves or others. Any person having in his possession catalogues or programs bearing dates prior to 1870 is reminded that the school would be glad to receive and care for the same.

Scholarships for Graduates.

There are offered at Harvard University eight scholarships, each of an annual value of one hundred and fifty dollars, for the benefit of students in the Lawrence Scientific School who are graduates of any reputable normal school in the United States.

General Notices.

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect its building and equipment, or to attend the exercises in its class-rooms or model schools at any time and without ceremony.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

During the summer vacation either the principal or some other person qualified to give information will be at the school building each week-day forenoon.

School officials are requested to ask applicants claiming to be graduates of this school to show their diplomas or a certificate indicating the fact of graduation.

The telephone call of the school is "Salem, 375." The principal's residence is at 285 Lafayette Street, and his telephone call is "Salem, 156-2."

CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.

The Commonwealth of Massachusetts.	The Class of July, 1861.
The Salem Normal Association.	The Class of January, 1883.
Mr. George R. Chapman.	The Class of June, 1888.
Richard Edwards, LL.D.	The Class of June, 1891.
Mrs. C. O. Hood.	The Class of June, 1896.
Mr. James F. Almy.	The Class of January, 1897.
Miss Annie M. Phelps.	The Class of June, 1897.
The Class of February, 1857.	The Class of 1898.
The Class of February, 1858.	The Class of 1899.
The Class of July, 1858.	The Class of 1900.
The Class of February, 1859.	The Class of 1901.
The Class of July, 1859.	Other teachers and graduates, and
The Class of February, 1860.	others.

The following citizens of Salem have generously contributed to the decorations of the model school-rooms : —

Mrs. James F. Almy.	Mr. Frank A. Langmaid.
Mr. George A. Brown.	Mr. J. Henry Langmaid.
Mr. William O. Chapman.	Mr. Arthur L. Lougee.
Mr. Robin Damon.	Mr. William Messervey.
Mr. William H. Gove.	Mr. John M. Raymond.
Mr. George B. Harris.	Mr. Ira Vaughn.
Mrs. William M. Hill.	Mrs. Charles F. Whitney.

The following classes of graduates have made generous contributions to the library : —

The Class of July, 1863.

The Class of January, 1869.

The Class of January, 1870.

The Class of January, 1874.

The Class of January, 1875.

The Class of July, 1875.

The Class of January, 1876.

The Class of June, 1876.

The Class of January, 1880.

The Class of June, 1880.

The Class of January, 1881.

The Class of January, 1882.

The Class of June, 1883.

The Class of January, 1885.

The Class of June, 1885.

The Class of January, 1886.

The Class of June, 1886.

The Class of January, 1887.

The Class of January, 1889.

The Class of January, 1890.

The Class of January, 1891.

The Class of January, 1892.

The Class of June, 1892.

The Class of June, 1894.

And many teachers and others.

REGISTER OF STUDENTS.

1901-1902.

Graduates. — Class LXXXVII. — June 26, 1901.

Margaret Warren Bailey,	.	.	.	.	Haverhill.
Gracia Emma Bickford,	.	.	.	.	Rochester, N. H.
Laura Brooks,	.	.	.	.	Salem.
Katharine Frances Callahan,	.	.	.	.	Cambridgeport.
Mary Teresa Carlin,	.	.	.	.	Peabody.
Florence Baxter Cochran,	.	.	.	.	Somerville.
Ethel Ware Coker,	.	.	.	.	Salem.
Flora Elvina Cooter,	.	.	.	.	East Cambridge.
Lillian Mae Cuddy,	.	.	.	.	Somerville.
Lillian Florence Curtis,	.	.	.	.	Gloucester.
Fannie Boutelle Deane,	.	.	.	.	Haverhill.
Altana Starr Deming,	.	.	.	.	Beachmont.
Jennibelle Calef Dennett,	.	.	.	.	Amesbury.
Emily Monica Desmond,	.	.	.	.	Medford.
Grace Vivian Desmond,	.	.	.	.	Lawrence.
Addie Vandelia Dexter,	.	.	.	.	Marlborough, N. H.
Jessie Adelle Dix,	.	.	.	.	Beachmont.
Pauline Milson Dodge,	.	.	.	.	Topsfield.
Florence Louise Eaton,	.	.	.	.	Woburn.
Helen Sawyer Eldridge,	.	.	.	.	Wakefield.
Katherine Helen Flanagan,	.	.	.	.	Haverhill.
Edith Louise Fletcher,	.	.	.	.	Middleton.
Emma Julia Foster,	.	.	.	.	Montpelier, Vt.
Joseph Francis Foster, Jr.,	.	.	.	.	Beverly.
Vina May Frame,	.	.	.	.	Haverhill.
Elizabeth Agnes Freeto,	.	.	.	.	Marblehead.
Abbie Adaline Fuller,	.	.	.	.	Newton Centre.
Annie Ethel Fulton,	.	.	.	.	Lynn.
Abbie Bertha Glines,	.	.	.	.	Beverly.

Alice Whitcomb Gowing,	.	.	.	.	North Reading.
Mary Anastasia Grady,	.	.	.	.	Wakefield.
Ethel Beulah Gray,	.	.	.	.	Rockport.
Florence Safford Haley,	.	.	.	.	Exeter, N. H.
Annie Pauline Ham,	.	.	.	.	Shapleigh, Me.
Marion Esther Hardy,	.	.	.	.	Amesbury.
Flora Winifred Hobbs,	.	.	.	.	West Ossipee, N. H.
Mabel Lucile Hobbs,	.	.	.	.	West Ossipee, N. H.
Maud Bertha Kennerson,	.	.	.	.	Melrose.
Nellie Agnes Kerrigan,	.	.	.	.	Haverhill.
Emma Dayton Kinsman,	.	.	.	.	Salem.
Elizabeth Pitman Lefavour,	.	.	.	.	Beverly.
Louise Margaret Logan,	.	.	.	.	Peabody.
Elsie Mason,	.	.	.	.	Everett.
Edith Helen Mathews,	.	.	.	.	Everett.
Elizabeth Agnes McGrath,	.	.	.	.	Salem.
Alice Margaret Mulrey,	.	.	.	.	Cambridge.
Mary Gertrude Victorine Murphy,	.	.	.	.	Haverhill.
Bessie Mae Nichols,	.	.	.	.	Lynn.
Jennie Wardell Noble,	.	.	.	.	Rockport.
Abigail Gertrude O'Connell,	.	.	.	.	Peabody.
Mary Elizabeth O'Connell,	.	.	.	.	Newburyport.
Helen Louise Patten,	.	.	.	.	Melrose Highlands.
Marion Lizzie Peabody,	.	.	.	.	Jamaica Plain.
Frances Kirsten Pedersen,	.	.	.	.	Malden.
Bessie Blanche Perkins,	.	.	.	.	Topsfield.
Helena Radcliffe,	.	.	.	.	Malden.
Ruth Eliza Remon,	.	.	.	.	Salem.
Isa Beatrice Roscoe,	.	.	.	.	Marblehead.
Jennie Bell Ross,	.	.	.	.	North Cambridge.
Alice Louise Shaw,	.	.	.	.	Swampscott.
Mary Louise Shea,	.	.	.	.	Salem.
Gertrude Mary Sides,	.	.	.	.	South Groveland.
Laura Henrietta Slocomb,	.	.	.	.	Malden.
Marian Belle Smith,	.	.	.	.	Beverly.
Vida Emma Southwick,	.	.	.	.	Marlborough, N. H.
Nettie Nutting Stanley,	.	.	.	.	Marblehead.
Carolyn Maude Stanwood,	.	.	.	.	West Newbury.
Alice May Stroud,	.	.	.	.	Beachmont.
Annie Genevieve Sullivan,	.	.	.	.	Haverhill.
Gertrude Sophie Thayer,	.	.	.	.	Cambridgeport.
Helen Lane Thurston,	.	.	.	.	Rockport.

Eleanor Florence Toolin,	.	.	.	.	Dover, N. H.
Mary Irene Vincent,	.	.	.	.	Somerville.
Mabel Angelina Wallis,	.	.	.	.	Beverly.
Rowland Howard Watts,	.	.	.	.	West Boxford.
Annie Elizabeth Welch,	.	.	.	.	North Cambridge.
Emma Gertrude Wentworth,	.	.	.	.	Cambridgeport.
Ethel Marguerite Wheeler,	.	.	.	.	Salem.
Mary Elizabeth White,	.	.	.	.	Cambridgeport.
Gertrude Eastman Wilkins,	.	.	.	.	Middleton.
Helen Bragdon Withey,	.	.	.	.	Danversport.

Certificates for One Year's Work.

Carrie May Carlton,	.	.	.	.	Cedar Grove, Me.
Mabel Abbie Holt,	.	.	.	.	Marlborough, N. H.
Edith Alice Preston,	.	.	.	.	Strafford, Vt.
Walter Knight Putney,	.	.	.	.	Gloucester.

Post-graduates.

Ethel Ware Coker,	.	.	.	.	Salem.
(State Normal School, Salem, 1901.)					
Abbie Bertha Glines,	.	.	.	.	Beverly.
(State Normal School, Salem, 1901.)					
Gertrude Mary Sides,	.	.	.	.	South Groveland.
(State Normal School, Salem, 1901.)					
Florence Bedell Tarbox,	.	.	.	.	Lynn.
(State Normal School, Salem, 1897.)					

Special Students.

Clara Mudge French,	.	.	.	.	Roxbury.
(Girls' Latin School, Boston.)					
Lucy Ardell Kimball,	.	.	.	.	Ipswich.
(Ipswich High School, '94.)					
Martha Underhill Lord,	.	.	.	.	Ipswich.
(Ipswich High School, '96.)					
Mary Jane Prescott,	.	.	.	.	Salem.
(Putnam Free School, Newburyport, '86.)					
Ina Augusta Smith, A.B.,	.	.	.	.	Salem.
(Columbian University, '99.)					
Grace Faulkner Ward, A.B.,	.	.	.	.	Lynn.
(Smith College, 1900.)					
Olive Elizabeth Watson,	.	.	.	.	Salem.
(Putnam Free School, Newburyport.)					
Lora Buckman Winn, A.B.,	.	.	.	.	Winchester.
(Wellesley College, '99.)					

Students of the 'Two Years' Course.

Nellie Anstice Adams,	.	.	.	.	Newbury.
Bessie Pierce Bagley,	.	.	.	.	Haverhill.
Jessie Mae Bailey,	.	.	.	.	Melrose Highlands.
Bessie Johnson Baker,	.	.	.	.	Malden.
Marion Holmes Baker,	.	.	.	.	Revere.
Grace Isabelle Barker,	.	.	.	.	North Andover Depot.
Gertrude Loretto Barrett,	.	.	.	.	Newburyport.
Mabelle Catherine Barry,	.	.	.	.	Lynn.
Annie Bayrd,	.	.	.	.	Lynn.
Fanny Leigh Beckwith,	.	.	.	.	Somerville.
Edith May Bickford,	.	.	.	.	Lynn.
Lillian Agnes Bickford,	.	.	.	.	Lynn.
Mary Frances Blanchard,	.	.	.	.	Danvers.
Catharine Boyle,	.	.	.	.	Newburyport.
Annie Mae Brackett,	.	.	.	.	Everett.
Agnes Eleanor Brennan,	.	.	.	.	Salem.
Alice Brown,	.	.	.	.	Salem.
Mary Evangeline Bourneuf,	.	.	.	.	Haverhill.
Geneva May Bowden,	.	.	.	.	Lanesville.
Adah Jane Brown,	.	.	.	.	Salisbury.
Alvanora Robinson Brown,	.	.	.	.	Somerville.
Annie Jean Brown,	.	.	.	.	Danvers.
Rebekah Louise Bruorton,	.	.	.	.	Reading.
Florence Edwina Burnham,	.	.	.	.	Revere.
Mary Etta Burns,	.	.	.	.	Gloucester.
Ida May Butler,	.	.	.	.	Ipswich.
Katherine Gertrude Butler,	.	.	.	.	Peabody.
Mabel Ricker Butler,	.	.	.	.	Lynn.
May Clifton Calef,	.	.	.	.	Danvers.
Mary Ann Campbell,	.	.	.	.	Cambridgeport.
Ursula Florence Carleton,	.	.	.	.	Lynn.
Edith May Carman,	.	.	.	.	Cambridgeport.
Mary Beatrice Cashman,	.	.	.	.	Belmont.
Agnes May Choate,	.	.	.	.	Essex.
Celia Mason Choate,	.	.	.	.	Essex.
Elizabeth Anne Clark,	.	.	.	.	Marblehead.
Lisa Ardelle Clark,	.	.	.	.	Haverhill.
Stella May Coffin,	.	.	.	.	Lynn.
Carrie Louise Collins,	.	.	.	.	Everett.
Blanche Georgina Conway,	.	.	.	.	Bradford.

Lena Lucinda Cook,	.	.	.	.	Medford.
Gertrude Frances Coyne,	.	.	.	.	Medford.
Agnes Veronica Cragen,	.	.	.	.	Salem.
Esther Maria Creighton,	.	.	.	.	Marblehead.
Winifred Mary Crockwell,	.	.	.	.	Medford.
Amy Boardman Crombie,	.	.	.	.	Manchester.
Grace Evelyn Crouse,	.	.	.	.	Beverly.
Marion Lewis Cruft,	.	.	.	.	Marblehead.
Julia Laurretta Cunningham,	.	.	.	.	Lynn.
Clara Louise Cutts,	.	.	.	.	Lynn.
Mildred Sanders Davis,	.	.	.	.	Lynn.
Sara Annie Davis,	.	.	.	.	Salem.
Helen M. Dearborn,	.	.	.	.	Everett.
Essie May Dennis,	.	.	.	.	Beverly.
Grace Ellingwood Dennis,	.	.	.	.	Salem.
Annie Margaret Dillon,	.	.	.	.	Rockport.
Cora Frances Dodge,	.	.	.	.	Danvers.
Bridget Helena Doherty,	.	.	.	.	Winchester.
Ellen Catherine Donovan,	.	.	.	.	Georgetown.
Mary Louise Donovan,	.	.	.	.	East Cambridge.
Catherine Marie Doran,	.	.	.	.	North Cambridge.
Bessie May Dresser,	.	.	.	.	Salem.
Cora Myra Eaton,	.	.	.	.	Waltham.
Lucy Melissa Eaton,	.	.	.	.	North Reading.
Alice May Ellenwood,	.	.	.	.	Reading.
Blanche Kimball Esty,	.	.	.	.	Middleton.
Mabel Everett Farnham,	.	.	.	.	Lynn.
Sarah Price Felter,	.	.	.	.	Lynn.
Agnes Gertrude Ferguson,	.	.	.	.	Topsfield.
Bertha Theresa Fisher,	.	.	.	.	Methuen.
Florence Barnes Fitz,	.	.	.	.	Lynn.
Elleanor Melvina Fitzgerald,	.	.	.	.	Linden.
Mary Josephine Flanagan,	.	.	.	.	Haverhill.
Mary Nellie Flewelling,	.	.	.	.	Cambridge.
Bertha Frances Flint,	.	.	.	.	Everett.
Esther Fogg,	.	.	.	.	Everett.
Ellen Frances Foley,	.	.	.	.	Peabody.
Florence Alberta Foss,	.	.	.	.	Haverhill.
Helen Frances Gallivan,	.	.	.	.	Danversport.
Grace Hamilton Gardiner,	.	.	.	.	Lynn.
Alice Marion Goodwin,	.	.	.	.	Wakefield.
Elsie Philomena Gorman,	.	.	.	.	Manchester.

Ethel May Gould,	Salem.
Agnes Catherine Grady,	Wakefield.
Alice Catherine Grady,	Melrose.
Katharine Marie Greene,	North Cambridge.
Gertrude Griffin,	Lanesville.
Mary Frances Goggin,	Peabody.
Eula Preston Goodale,	Danvers.
Winifred Belle Goodwillie,	North Cambridge.
Ada Venus Hall,	Wakefield.
Gertrude Adelaide Hamlin,	North Andover Depot.
Mary Margaret Hannon,	Peabody.
Maude Penfield Harmon,	Danvers.
Sarah Ethel Harriman,	West Boxford.
Nina Belle Hartford,	Chelsea.
Alice Margaret Hayes,	Bradford.
Florence Harriette Hayward,	Swampscott.
Gertrude Frances Healey,	Peabody.
Alice Eugenia Hebblethwaite,	Chelsea.
Grace Henrietta Hebblethwaite,	Chelsea.
Esther Lillian Herrick,	Georgetown.
Anna Frances Hill,	Salem.
Ruth Genevieve Hilton,	Everett.
Dora Ethel Hodsdon,	Chelsea.
Margaret Mabel Hooper,	Lynn.
Lizzie Edna Hopkins,	Melrose.
Charlotte Mary Hoyt,	Newburyport.
Edith Vella Hughes,	Lynn.
Effie May Hull,	Gloucester.
Annie Louise Jackson,	Lynn.
Harriett Agatha James,	Salem.
Mildred Louise Jepson,	Lynn.
Susie Morse Jewett,	Lynn.
Ethel Marie Johnson,	Lynn.
Marion Emma Jones,	Medford.
Mildred Kallen,	Boston.
Esther Hacker Kelley,	Lynn.
Susie Marion Kelley,	Hyde Park.
Rosamonde Blanche Kelly,	Haverhill.
Mary Jane Keogh,	Chelsea.
Lizzie Agnes Killion,	Malden.
Nettie Louise Kimball,	Lynn.
Alice Elizabeth Lane,	Peabody.

Edith Alice Lavalette,	.	.	.	.	Ipswich.
Katharine Elizabeth Leighton,	.	.	.	.	Bradford.
Mary Elizabeth Leonard,	.	.	.	.	Haverhill.
Lillian Frances Logan,	.	.	.	.	Peabody.
Bertha Frances Lovett,	.	.	.	.	Beverly.
Alice Dorothy Madden,	.	.	.	.	Bradford.
Julia Agnes Mahoney,	.	.	.	.	Somerville.
Margaret Mary Mahoney,	.	.	.	.	East Cambridge.
Ellen Mary Maloney,	.	.	.	.	Wakefield.
Lillian Estelle Mansfield,	.	.	.	.	Wakefield.
Eleanor Magdalen Marshall,	.	.	.	.	Lynn.
Hannah Gertrude Martin,	.	.	.	.	Haverhill.
Annie Isabel McCarthy,	.	.	.	.	Peabody.
Christina Magdalen McCarthy,	.	.	.	.	Peabody.
Gertrude Philomine McCusker,	.	.	.	.	Cambridge.
Mary Etta McKeigue,	.	.	.	.	Bradford.
Eva Mae Mears,	.	.	.	.	Gloucester.
Kate Merritt,	.	.	.	.	Lynn.
Nellie Gertrude Meserve,	.	.	.	.	North Andover.
Alice Mabel Messer,	.	.	.	.	Haverhill.
Nellie Stearns Messer,	.	.	.	.	Salem.
Edith Katherine Moore,	.	.	.	.	Rockport.
Florence Mabel Moore,	.	.	.	.	Northampton.
Mary Edith Moran,	.	.	.	.	North Cambridge.
Katherine Maria Moynihan,	.	.	.	.	South Byfield.
Mary Elizabeth Mullins,	.	.	.	.	Cambridge.
Abby Davis Munro,	.	.	.	.	Fells.
Frances Ednah Northrup,	.	.	.	.	Lynn.
Ada Florence Norton,	.	.	.	.	Essex.
Edith May O'Brien,	.	.	.	.	Cambridge.
Jeremiah Bernard O'Keefe,	.	.	.	.	Charlestown.
Ruth Agnes O'Neil,	.	.	.	.	Cambridge.
Mabel Ingalls Parker,	.	.	.	.	Lynn.
Lucy Morton Parks,	.	.	.	.	Everett.
Lucy Morris,	.	.	.	.	Chelsea.
Hattie Hazel Peabody,	.	.	.	.	Everett.
Jennie Pamela Peabody,	.	.	.	.	Danvers.
Grace Mildred Perley,	.	.	.	.	East Boxford.
Bertha Margaret Petrie,	.	.	.	.	Salem.
Pearl Martin Pillsbury,	.	.	.	.	Newburyport.
Bertha Bancroft Piper,	.	.	.	.	Lynn.
Cora Belle Poole,	.	.	.	.	Cambridgeport.

Ada Bell Pratt,	Lynn.
Louise Marion Pratt,	Reading.
Elva Blanche Prescott,	Chelsea.
Katharine Yeaton Prescott,	Lynn.
Elsie Lizzie Preston,	Beverly Farms.
Bertha Ellinor Pringle,	North Reading.
Elizabeth Frances Quinlan,	Peabody.
Mary Ellen Quirk,	Waltham.
Margaret Josephine Reade,	Woburn.
Louise Helen Reardon,	Malden.
Florence Maria Remon,	Salem.
Jessie Carroll Rhodes,	North Reading.
Lydia Sleeper Richards,	Danversport.
Maude Eliza Richardson,	Salem.
Ethel Louise Rideout,	Cambridgeport.
Mary Ellen Ring,	Salem.
Henry W. Roberts,	Pigeon Cove.
Ethel Maud Robinson,	Gloucester.
Martha Trafton Robinson,	Hamilton.
Ida Helen Rogers,	Arlington.
Annie Lavenia Rowe,	Beverly.
Lydia May Rowell,	Amesbury.
Agnes Genevieve Ryan,	Danvers.
Esther Samuel,	Chelsea.
Mabel Mildred Santry,	Lynn.
Maud Ethel Sauer,	Chelsea.
Anna Grace Scannell,	Arlington.
Carrie May Schroeder,	Chelsea.
Ethel Silsby,	Everett.
Marion Parkhurst Smith,	Salem.
Elizabeth Snedecor,	Woodlawn, Ala.
Mary Gertrude Snow,	Cambridge.
Grace Lillian Sowerbutts,	North Andover.
Louise Spence,	Peabody.
Martha Lufkin Stanwood,	Essex.
Mary Pickett Story,	Beverly.
Abigail Marie Sullivan,	Malden.
Anna Frances Sullivan,	Salem.
Mary Gertrude Sullivan,	Haverhill.
Agnes Gertrude Sweeney,	Medford.
Mary Leta Taylor,	Salem.
Mary Magdalene Taylor,	North Andover.

Emma May Thompson,	.	.	.	.	.	.	Melrose.
Irene Florence Thompson,	.	.	.	.	.	.	Melrose.
Georgiana Alice Tree,	.	.	.	.	.	.	Beverly.
Florence Emma Tufts,	.	.	.	.	.	.	Gloucester.
Anna Gertrude Turner,	.	.	.	.	.	.	Salem.
Winifred Pickett Upton,	.	.	.	.	.	.	Beverly.
Katherine Louise Usher,	.	.	.	.	.	.	Lynn.
Charlotte Tapley Walcott,	.	.	.	.	.	.	Danvers.
Ethel May Walcott,	.	.	.	.	.	.	Danvers.
Margaret Teresa Walsh,	.	.	.	.	.	.	Peabody.
Alice Webber,	.	.	.	.	.	.	Lynn.
Helen Gertrude White,	.	.	.	.	.	.	Cambridge.
Feronia Carpenter Wiggin,	.	.	.	.	.	.	Peabody.
Lulu May Wilkins,	.	.	.	.	.	.	Stoneham.
Anna Foster Willey,	.	.	.	.	.	.	Swampscott.
Elsie Kimball Woodbury,	.	.	.	.	.	.	Beverly.
Ethel Worcester,	.	.	.	.	.	.	Somerville.
Lillian Frances Worth,	.	.	.	.	.	.	Wakefield.

Summary.

Post-graduates,	.	.	.	.	.	.	.	.	.	4
Special students,	.	.	.	.	.	.	.	.	.	8
Students of the two years' course,	.	.	.	.	.	.	.	.	.	226
										<hr/> 238

Whole number of students from the opening of the school,	.	4,761
Whole number of graduates,	.	2,441
Number of certificates for one year's work,	.	13

Certificate Required for Admission to a Preliminary Examination.

_____ 1902.
_____ has been a pupil in the
_____ School for three years, and is, in my judgment,
prepared to pass the normal school preliminary examination in the following group, or
groups, of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M _____
is a regular graduate of a four years' course of the _____
_____ High School, and that, to the best of my knowledge and
belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1902.



